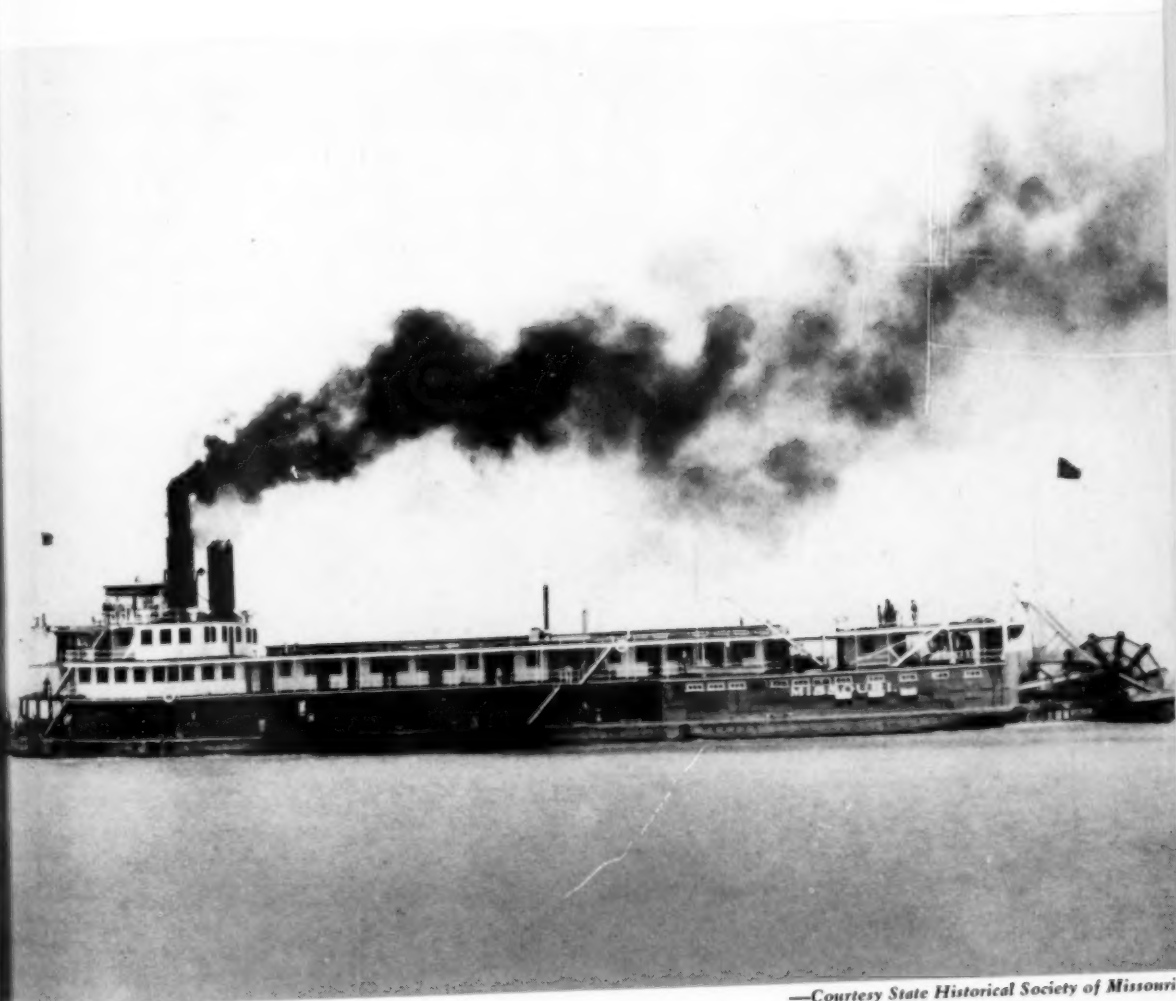


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STEAMBOAT "MISSOURI"

March, 1942
Volume XXVIII Number 3

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RICHARD A. BALL, Northeast High School, Kansas City

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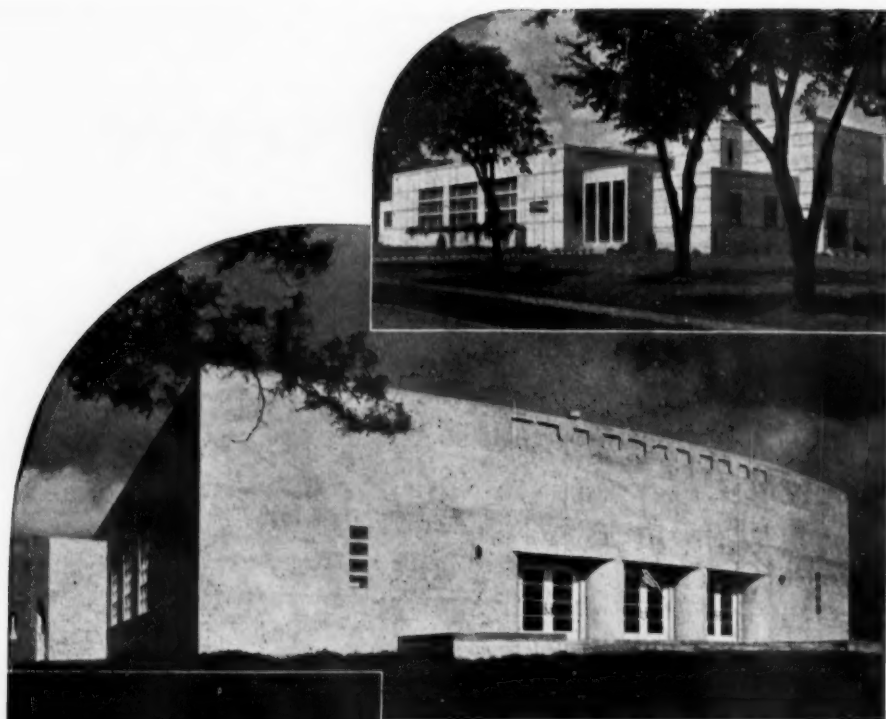
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OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

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OUR COVER

OUR COVER shows the Inland Waterways Corporation's Tow-boat, Missouri. This is a picture of the boat as it was originally constructed as a stern wheel boat. It was converted to a twin-screw boat in 1938. The Inland Waterways' line operates on the Missouri and Mississippi Rivers out of St. Louis. This boat is representative of the modern development and revival of river traffic.

The Missouri River was once the principal artery of travel and transportation to the West, and although its navigation was hazardous due to snags, sandbars, and its shifting channel, it was none the less romantic and profitable.

Regular packets visited points on the lower Missouri from early spring to late fall, and wharves were piled with freight. Competition was keen between rival captains and lines. Instances are reported of single trips to the Upper Missouri in the 1850's and 1860's which were so remunerative they paid the entire cost of an expensive boat.


TIME AND PLACE OF THE NEXT ANNUAL MEETING

IT WILL BE RECALLED that the Assembly of Delegates at the St. Louis meeting on December 3, 1941, recommended, "that the next annual meeting of the Missouri State Teachers Association be held in Kansas City between February 1, 1943 and April 1, 1943, the specific time to be set by the Executive Committee after careful study of Auditorium facilities and other factors influencing the holding of this annual convention."

In compliance with these instructions, the Executive Committee at its meeting on December 6 appointed a special committee consisting of the President, the First Vice-President and the Secretary of the Association to investigate the availability of auditorium facilities in Kansas City during the time specified in the recommendation.

Upon investigation, this special committee found that the Municipal Auditorium in Kansas City was, because of previously scheduled activities, unavailable for our group at any time during the recommended period. Since the only open dates were in November and December, the special committee had no alternative but to recommend to the Executive Committee that our convention be scheduled during one of these months. After consideration of the many factors involved, the Executive Committee at its meeting on Saturday, February 14, voted unanimously to hold the next meeting in Kansas City, December 2-5, 1942.

EDITORIALS



TO STICK OR NOT TO STICK—

THAT IS THE QUESTION. We as teachers are confronted with this question all over the country. Shall I stay with this job of teaching, or shall I take some other job which the demand of the time is opening up and offering to me? This question will be answered by two methods and, in our opinion, the answers will be right or wrong according to the methods used in arriving at the answer. One method is that of looking at the immediate; the other is that of looking at the ultimate; taking the near view or the far view. In fact these ways of making the decisions constitute the fundamental difference between bad and good people. The one decides on the basis of immediate pleasure; the other on the basis of the far away and more nearly ultimate good.

If I am loyal to my profession, believing that it is vital to the best interests of persons, individually and collectively; that education of the kind that I can give is essential to the well-being of democracy and human welfare; and if I consider the best life to be that which contributes the most of the best, there is little danger of my surrendering my post to the certainty that one less well trained and less efficient will take my place. However, if I am short sighted, looking at a proffered position which perhaps puts more money in my purse for the present, and if I believe that the pay one gets today for today's work is the final measure of the value of the work, I'll be quitting the profession.

Truly times like these may serve to purge the profession of those who are teaching simply as a means of securing a subsistence until a chance at a better subsistence arrives. Such purging is all to the good. But teachers have generally an inner evidence of their own fitness. To these who have this evidence let us lend every encouragement to stand by their work.

We know that these are times to try the souls of men. There are few of us, may there be none among teachers, who are so discouraged as to believe that God has forgotten the world; who even in their bluest hours think that the God of things as they ought to be has surrendered to the God of things as they are, or that the Almighty has turned things over to Beelzebub.

The best teachers are best because they know their work and its meaning, and by this token they will be loyal to their profession.

Loyalty to the best is a twin to the highest liberty. Liberty and loyalty may look like opposites, but they appear so only as the left wing is opposite the right. Either without the other is functionless and useless.

In-Service Training of Teachers

This article and the one on the following page represent the second of a series of brief presentations prepared for the Policy and Plans Committee pertaining to "Our Goals."

THE TRAINING OF TEACHERS logically divides into two parts: first, that formal training which is given in institutions of college rank preceding certification and usually prior to employment; and, second, that training which accrues to persons engaged in teaching, commonly known as in-service training. The responsibility for in-service growth must be shared by the teacher-training institutions, by the administrative and supervisory officers of public school systems, and by the teachers individually.

The teacher-training institution must be responsible for:

1. Conditioning the student-in-training to continuous in-service study and growth without regard to the accumulation of academic credit.
2. Developing, in cooperation with public school systems, a program of internship under the joint supervision of the teacher-training institution and the local school system.
3. Making provision in graduate schools of education for training prospective administrative and supervisory officers in the techniques of in-service training and supervision.

Administrative and supervisory officers must be responsible for:

1. Exercising professional leadership of the teaching corps in the continuous study of professional problems, generally, and of the specific educational problems of the particular community.
2. Making available to teachers in-service adequate professional books, magazines, and other necessary work materials for in-service growth.
3. Organizing the daily program of the teaching staff so that members have time for participation in committee work, attendance upon regional, state, and national professional meet-

By WM. F. KNOX
Director of Field Service
State Teachers College
Warrensburg

ings, and visitation of other school systems.

4. Developing a systematic schedule of leaves for study for members of the teaching staff.
5. Cooperating with teacher-training institutions in the development of a program of internship.

The teacher must be responsible for:

1. Accumulating an increased store of knowledge in the area of subject matter specialization.
2. Keeping alive continuously an intellectual curiosity which prompts an interest in and a concern for matters beyond the narrow field of specialization.
3. Broadening the understanding of the fundamental philosophy underlying education.
4. Increasing the understanding and appreciation of the psychology of child growth and development.
5. Increasing the command of appropriate skills and techniques of classroom procedure.
6. Developing the capacity to work cooperatively with other members of the profession on major educational problems.
7. Budgeting money and time for the purchase and reading of current professional books and magazines.
8. Taking advantage of every opportunity for attendance upon and participation in general professional meetings as well as those within the narrow field of specialization.
9. Contributing to the development of the profession by publishing the results of individual and group study of educational problems.
10. Recognizing that professional skill and professional standing are achieved only through long practice and continuous growth in-service.

Selection and Training of Candidates for Teaching

IF THE PERSONAL CHARACTERISTICS and professional qualifications required for teaching were recognized and defined, then the selection of the candidates possessing those characteristics and providing the professional training required would be a simple matter, even under the most generous democratic concept. Let us glance at the basic essentials required for good teaching:

1. Since the teacher must deal with the most plastic and modifiable tissues of the living organism, the nervous system, her first requirement is to understand the whole child and enjoy working with him and his fellows in the classroom, on the playground, in his home and community.
2. The sensitive reactions of the child to the temperament and moods of his teacher require that her emotional characteristics be stable, controlled and adequate to the total situation in which she meets him and his classmates.
3. The effect of health upon the teacher's energy and emotional adequacy, as well as the danger of contagion from the chronically ill, justifies insistence upon robust health.
4. Human learning, even in the so-called practical arts, is a function of brains. In the more abstract areas which underlie all useful arts, this mental function in learning is even more pronounced. No stupid, borderline or even mediocre mind should direct the learning of children. Attentive concentration, mental skills, good memory, creative imagination, alert, responsive minds are those which lead the youthful learners best. Native intelligence and masterly achievement in the teaching fields selected are indispensable qualifications which must accompany the others.
5. Lastly the art of teaching, skill in the subtle techniques of stimulating, exercising and disciplining the minds and habits of children must be added to the qualifications of one who would teach.

To secure these characteristics in the certified representatives of the teaching

By LONZO JONES
Dean of Faculty
State Teachers College
Warrensburg

profession requires a selective process that is exacting and a thorough professional education that is both scholarly and skillful. Unless standards of certification are uniform within the state, are free from subjective bias or political and institutional bribery and are recognized as a protection to the schools and the profession, no single teacher education institution can use selective devices or long insist upon high standards of professional achievement.

Too many educational administrators, both in the schools and the colleges,—to say nothing of the boards of education,—have been influenced in the selection of teachers by personal appeals rather than by professional standards or policies. This, coupled with numerous certifying agencies,—the teacher education colleges, the State Department of Public Schools, and the county superintendents offices,—has conspired to create variable if not doubtful standards of certification.

Benjamin Franklin's fourth argument for the establishment of the Philadelphia Academy was "to train up some of the poorer sort to teach school." Ben D. Wood's Pennsylvania survey showed the students in the teacher education curricula in the Pennsylvania colleges to be far below the intellectual standards of the other college students.

However the task of the teacher has multiplied many fold since Franklin's day; and the teachers colleges in the state of New York and the Chicago teachers colleges which are practicing selective admissions are finding full enrollments and are securing candidates on a par with those for other professions. With a growing emphasis upon a three-year specialized and professional education superimposed upon

two years of comprehensive general education at the college level exacting standards of selection can be applied at the time of admission to the third year without denying to any able and studious candidate the right to prepare for the teaching profession. To be able to make satisfactory selection at the beginning of the third year, a progressive analysis of the student's record through high school and the first two years of college should be made. Characteristics 1 and 2 would require a rating scale and anecdotal account. Item 3 could be adjudged from the cumulative reports of the medical examinations and records in the health office. Item 4 can be evaluated from standardized tests with national norms and upon the cumulative academic

record of the student. Item 5 will require the evaluation of the on-campus and in-service supervisors of teaching. This last item would be evaluated during the later years of the student's preparation.

The responsibility of the teacher training institutions is to maintain standards of training which are progressively exacting and hence meritoriously selective; to weight their own campus curricula more heavily with content material, knowledge of child growth and development, and sound study of the science and art of psychology; to maintain an increasing standard of scholarship comparable to that demanded in the other learned professions; and to cooperate in an in-service training that adds perfection to the nascent skills.

Responsible Teachers

ONE OF THE ACTIVITIES that has been requested of teachers in any community is that of assisting the parents of their pupils in obtaining necessary medical care for the children that need it. This assistance can be rendered in a number of ways. My interest in the health problem of children is in the field of orthopaedic surgery, or the surgery of deformities. Teachers in any community can assist materially in obtaining care for their crippled pupils by being aware of the facilities that exist in the community for the treatment of deformities.

Each year a number of orthopaedic surgeons in Missouri conduct diagnostic clinics in different parts of the State for the purpose of discovering children who have correctible deformities and in arranging for their care. One of our best resources in locating these children and getting them to the clinics is through the medium of teachers in public schools.

Many children enter school who are crippled and others become crippled after school age. Teachers can be of benefit to those that are already crippled when they enter school by inquiring into the past treatment, whether or not there has been any treatment, and in particular whether that treatment has been rendered by a competent physician or by some of the less responsible types of practitioners. Teach-

By WILLIAM J. STEWART, M.D.
*Associate Professor of Orthopedic
Surgery, University of Missouri*

ers can also inquire as to the status of the child, namely, whether the treatment has been finished or if additional therapy is contemplated. Naturally, children who become crippled during the years they are enrolled as students in the school, will be easily ascertained and it is a fairly simple matter to keep abreast of the treatment progress as it is carried out.

Now, just what are the facilities in Missouri that are available for the care of handicapped children? These consist of two large groups—public and private. In the larger cities there are available in many hospitals, clinic and pay services for the care of crippling conditions. In St. Louis, serving Missouri as well as adjoining states, is located the Shriners' Hospital. This hospital is primarily designed for the care of children whose parents are unable to pay a private physician and entrance to this institution is gained upon the recommendation of any Shriner.

The public agency supplying the need for the State is the Missouri State Crippled Children's Service with hospital and treatment centers in St. Louis, St. Joseph, Kansas City, and Columbia. This public agency derives its support from a State

appropriation and grants from the Federal Government which enables it to provide care for a goodly number of children under fifteen years of age whose parents are known to be indigent. Admission to this Service is by means of a court order obtained from the county court.

The most active private agency which furnishes service for crippled individuals is the Missouri Society for Crippled Children which attempts to provide care for the individuals who are beyond the age limit of the State Crippled Children's Service and the Shriners' Hospital, namely, those individuals who have passed their fifteenth birthday and who are no longer eligible for care in either of these institutions.

The public agency, namely, the Missouri State Crippled Children's Service has a field staff composed of especially trained nurses and medical social workers, who cover the entire State. Each member of the Staff has a number of counties of the State for which she is responsible. While this staff works primarily for the public agency it also investigates the children that have received care from any other agency in the State where such investigation is desired, either on the part of the hospital or agency furnishing the treatment, or at the request of parents and relatives of the afflicted individual. As a matter of fact, the field staff has the responsibility of investigating every crippled individual in their individual territories and records are kept for the benefit of the Federal Government of all of these cases. This list or register of crippled individuals is now slightly less than 8,000 under twenty-one years of age, who are known to have a crippling condition. 3100 of these are receiving treatment in our own State agency and are under fifteen years of age. The rest are either over fifteen years of age or else have received treatment and are no longer considered as active cases by any of the hospitals rendering services. During the past year we examined over 800 children in our state-wide diagnostic clinics and admitted 700 to treatment in hospitals operated by the State agency.

The State agency also helps to maintain free convalescent centers in St. Louis, Higginsville, Marshall and last year approximately 150 children received care in these homes.

The Missouri Society for Crippled Children derives some of its funds from its own membership. This Society is classified as a private agency and as such cannot receive benefit of support from public funds. The most important source of revenue to the Missouri Society is through the Easter Seal Sale.

Aside from providing some measure of care for the individuals that are beyond the fifteen year dead line of the public agency and the Shriners' Hospital, the Missouri Society performs its greatest service in the matter of publicizing the facilities for care in the State of Missouri and arousing public sentiment in different ways as to the need of continuing and expanding the public program. Likewise, the Missouri Society can plug the gaps in the service to children that arise from time to time when the question of indigence has not been completely established, and where individuals are partially able to provide care but cannot assume the entire burden. The Missouri Society is broken down into a large number of local organizations in the larger cities and throughout the counties in the rural areas, and a great deal of cooperation with the field staff of the State agency is provided by these local units.

This brief resume of some of the services for crippled children, is offered to you in the hope that as teachers you may become familiar with the names of some of the present agencies in the State, so that you may be able to direct inquiries to any or all of these agencies in case such inquiry seems to be indicated. Those of us who do the work much prefer to have inquiries directed to us even though they may not apply, than to have some child miss the opportunity for treatment because interested individuals do not know where to inquire for treatment.

Any of us will gladly answer all inquiries and in cases where our Service is not able to help we will do our best to refer those inquiries to other agencies who may be able to assist in the particular problem.

In closing, let me urge you to support the Easter Seal Sale to the best of your ability and be assured that the money derived from this sale will all be used wisely and to the best interests of the crippled individuals in our State.

Simplicus and Perplexides on the Use of Force to Insure Peace*

Persons of the Dialogue: *Simplicus; Perplexides.*

Simplicus. Greetings, my good friend Perplexides.

Perplexides. And to my esteemed friend, Simplicus. It's always a tonic to see you.

Sim. I imagine you are not so much concerned at the moment with the disputations of the Progressives and the Essentialists.

Per. Truly, Simplicus, they have been put into partial eclipse, at least, by another great international relapse.

Sim. Aye, Perplexides, no doubt you are pondering some of the same troubled problems that are giving me concern.

Per. Indeed, they are giving a whole world pause. Two world wars in the experience of men yet not old! Again, Simplicus, I am perplexed.

Sim. So are we all, perplexed and stunned.

Per. Complications within complications. But it serves no purpose now to recite the devious machinations of nations. History will tell that sad story.

Sim. A sad and depressing story indeed.

Per. Human life again becomes the cheapest commodity on earth.

Sim. But don't you think it is too late to deplore the catastrophic developments of our streamlined age?

Per. Probably both too late and too soon. But the tragedy of it all settles like a nimbus over the soul of a sensitive being.

Sim. It may not be too soon to begin to think of the aftermath. After all there is to be a future, and the conditions which you quite properly deplore will have an end. They must have an end.

Per. "An end!" A happy thought.

Sim. The problem of winning the peace becomes, you know, as acute as that of winning the war.

Per. If the peace can be won. It ought to be possible. Some means should be found.

Sim. I am not, my friend, schooled in such practical matters. There comes to my

*From *School and Society*, by permission.

By W. W. PARKER

President State Teachers College
Cape Girardeau

mind, however, a bit of what may be wisdom from the pen of a poet-philosopher. He said, "Force till right is ready?"

Per. I am not sure that I get the full import of the suggestion. What did your philosopher mean?

Sim. He meant, I think, that until right is ready to prevail, conditions approximating the right should be forced.

Per. But force is a sinister force.

Sim. Yes, but not so sinister as the conditions that result because right is not ready to prevail. Look around you.

Per. What, if anything, does that have to do with winning the peace? That's what we were discoursing on a moment ago.

Sim. As I see it, the nations of the world must come to learn that force may be used as a means of stabilization in the interest of peace as well as the only means of prosecuting war.

Per. You would force war-mongering nations to keep the peace?

Sim. Exactly so. Force, a pooled force, a powerful force, a menacing force, one that would be effective in preventing the conquest and despoliation of a neighbor by a menacing power. A force that could and would, without appeasement, enforce decisions arrived at in an orderly manner by a tribunal having jurisdiction. Without force the decision of nations to outlaw war became the object of ridicule of aggressors.

Per. I begin to see your argument, but there are, it occurs to me, some paradoxes involved. . . .

Sim. Oh, yes. The paradoxes you are about to point out constitute an old wives' tale. They are too familiar. Paradoxes don't bother me as much as the "facts accomplished" which are the results of international muddling. You can't make a nation be good, but a coalition of nations

can make a nation act as though it were good. It might get the habit.

Per. Do you assume that a coalition of nations would act wisely and justly?

Sim. Not in every case. But injustices, becoming apparent, could be and would be corrected. Does your question imply that, in your opinion, justice is now done among nations?

Per. Not at all.

Sim. Look around you, then, and weigh against one another what may admittedly be two evils—the injustices and the suffer-

ings of the present moment over against the injustices and the sufferings that might result from an enforced peace.

Per. "An enforced peace"?

Sim. What havoc has been wrought because a contradiction in terms has been thought to exist here. The contradiction may prove to be more apparent than real.

Per. You, my dear Simplicus, had the first word. May I have the last? I always enjoy your ruminations. And may I concede this much: your plan would be cheaper.



The Teacher and the Physical Fitness Program

IT IS EXTREMELY DIFFICULT in the days at hand to keep abreast of the fast moving panorama of national events, especially those events that are taking place in governmental agencies which have been established not only to speed up production of war materials but also in those agencies which have as their primary objective the improvement of civilian health and morale.

As a result of the expansion of those departments, both state and national, whose programs of activity effect the lives of practically all citizens, many individuals are becoming more and more aware of the fact that they can have a very active part in the present war effort even though they are not on the firing line or in a defense industry. One of the divisions of the comparatively new Office of Civilian Defense is that of Physical Fitness. Because the term physical fitness is relatively new to some people, many citizens are asking: What is Physical Fitness? How is it related to me? What can I do to aid in the promotion of this program?

This article is an attempt to answer in part some of these questions.

The Physical Fitness program which at present is under the direction of Mr. John B. Kelly is a division of the Office of Civilian Defense which is directed by Mr. James M. Landis, former Dean of the Law School of Harvard University.

The United States has been divided geographically into nine units which cor-

By JACK MATTHEWS
Co-director Physical Fitness
Program for Missouri
University of Missouri

respond to the Army Corps areas and for each area two Regional Directors of Physical Fitness have been appointed. For the Seventh Civilian Defense Area which corresponds to the Seventh Corps Area, the regional directors are Mr. Frank McCormick, Director of Athletics at the University of Minnesota, and Miss Mable Lee, Director of Physical Education for Women at the University of Nebraska. There are nine states in the Seventh Corps area of which Missouri is one. Each state is under the direction of co-directors of physical fitness; for Missouri the co-directors are Miss Wilma Haynes, Director of Physical Education at Stephens College, and Mr. Jack Matthews, Instructor in Physical Education at the University of Missouri. In addition, each local defense committee whether county, village, or city has or will have a committee or director of physical fitness. In the smaller communities the director will in all probability be the physical education teacher or the athletic coach.

It should be emphasized that it is not the plan of the Physical Fitness Program to set up a new organization throughout the nation for the promotion or develop-

ment of physical fitness, but rather to stimulate present organizations whose programs contribute to this work, to increase and intensify their efforts, and broaden their programs.

There are many people who are not directly connected with the type of organization which will expand its present program; however, all parents and teachers have opportunities to contribute to the general program of physical fitness in several ways, five of which are listed as follows: First, by making a survey of conditions in the home, school, and community to determine what emphasis is being placed on physical fitness at the present time; second, by giving moral support to proposed improvements of present conditions; third, by giving financial support in the form of taxes and contributions to existing organizations and institutions; fourth, by giving time to volunteer leadership projects, and fifth, by active participation in a physical fitness program.

It is assumed as far as the discussion in this article is concerned that physical fitness is the ability of the individual to participate at all times in all of the activities of his daily life with maximum efficiency.

One of the problems confronting the physical fitness program is that of developing each individual to the extent that his particular job may be done with the least amount of fatigue and inefficiency, and if possible, and not harmful to the individual, that he be prepared for a future situation that might require a greater amount of stamina than is needed for the present position or occupation.

One of the ways in which teachers can contribute to the national program of physical fitness is to make a critical survey of the institutions in the community that have as one of their principal objectives the development of physical fitness. This would include the institution of which the teacher is a part. If we are to procure and maintain physical fitness for the American people, we must start with the children in the school. Administrators and teachers as well are in a particularly advantageous position to observe the effects of the pro-

grams in which children participate.

The State Superintendent of Schools, Mr. Lloyd W. King, has already called attention in a recent bulletin¹ to the need for placing increased emphasis on health and physical education in the Public Schools and has listed seventeen specific suggestions for improving the program of health and physical education of the school. It might be desirable to use these seventeen items as a check list to determine to what extent a particular school is carrying on a balanced program of health and physical education.

Some institutions of course are limited or handicapped in what they can do. Perhaps it is possible to remove some of the limitations or handicaps that may exist. Many agencies are no doubt doing the best job possible with the funds, personnel, and facilities available while others may not be.

After getting a broad picture of what is being done in a community it might be desirable to lend moral support to projects that may be undertaken in the community for bettering present conditions. If the opening of summer playgrounds and camps or the establishment of a year-round community recreation program is desirable and feasible teachers can give support to such plans.

Any expansion in the present school or community physical education and recreation programs might call for the raising of additional funds in order to carry on the expanded program. It is possible that taxes might need to be increased. This would mean, that if the projects are deemed necessary and important that teachers will have to support the expansion financially. There are also other organizations in a community which teachers contribute to in a financial way such as the Boy Scouts, Y.M.C.A., Girl Scouts, Y.W.C.A., and many others. Since the amount of money that any teacher can contribute, in either taxes or gifts, is limited the teacher will have to evaluate the work being done by each organization and then make if he desires, appropriate contributions.

Many teachers are at the present time participating in various phases of volunteer leadership work during out-of-school time. It is possible that many more will wish to take part as a leader of a group in such out-of-school activities as hiking, nature study, gardening or swimming.

¹ Lloyd W. King, "Missouri Schools and National Defense," State Department of Education, Jefferson City, p. 8.

Some may desire to become leaders in Boy and Girl Scout work. In most communities there is a shortage of volunteer leaders in out-of-school children's activities. Many teachers are especially capable in organizing and leading young people as well as adults in activity that is of the out-door body-building type.

It may be that some teachers now engaged in types of volunteer work in connection with the Office of Civilian Defense would be much more valuable in the community as play leaders or as activity leaders for groups of children who have common interests with the teachers in certain out-door activities.

Since the physical fitness program is directed to teachers as well as children it is believed to be important that teachers actively participate in some phase of a physical fitness program. This participation may involve gardening, hiking, swimming, bowling, calisthenics, walking, setting-up exercises or any of a number of activities which need not be, but may be, sponsored by some organization.

As has been pointed out earlier in this article, it is perhaps advisable not only to

be "fit" to do one's present job well but also to be prepared to do a more difficult task if called upon to do so. Any activity, then sponsored or otherwise, done individually or as a member of a group, that is believed to increase one's physical fitness is desirable.

Most individuals realize that increased emphasis will be placed upon the necessity for increased physical fitness of both children and adults at the present time and also in the future.

Just how much any community will do in the direction of broadening and intensifying existing programs of activities will depend to some extent upon a knowledge by parents and teachers of what is being attempted and what can be accomplished.

It should be stressed that the physical fitness plan is not a temporary one, but rather should be looked on as a long term plan which is aimed at the development and maintenance of optimum body efficiency.

The job of improving and maintaining the physical fitness of 130,000,000 Americans is a big one, but it can be done, with teachers playing a big part.



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SECRETARY'S PAGE



MISSOURI LUNCHEON

The Missouri Luncheon at the meeting of the American Association of School Administrators, where old friends meet and greet each other, is always a happy occasion. The Missouri Luncheon in San Francisco on February 23 was attended by eighty-one Missourians and former Missourians imbued with enthusiasm and good fellowship.



FEDERAL AID

The Legislative Commission of the National Education Association is actively sponsoring a committee substitute for S. 1313 introduced by Senator Thomas of Utah and Senator Hill of Alabama. An identical bill will be introduced in the House of Representatives soon.

Section two of the Committee Print reads as follows:

"For the purpose of more nearly equalizing public elementary and secondary school opportunities in the United States, there is hereby authorized to be appropriated for the fiscal year ending June 30, 1943, and for each year thereafter, \$300,000,000 to be apportioned to States as hereinafter provided."

Why not inform your United States Senators and Congressman immediately as to the desirability of such legislation?



AN OPPORTUNITY

The National Rationing Registration and Sugar Rationing Program will bring many patrons to school who seldom, if ever, pay it a visit.

It can be taken for granted that the schools will do the work willingly, courteously, and effectively. But why not take advantage of this opportunity to acquaint citizens with the purposes, procedures, and accomplishments of their public schools?

If properly received, many men and women, who for one reason or another

have not become interested or have lost interest in school, will come again.



LEGISLATION

The Legislative Committee recently appointed by the Executive Committee to serve through the next session of the General Assembly will have its first meeting on March 25 at the Teachers Building in Columbia.



TWO TIMELY PUBLICATIONS

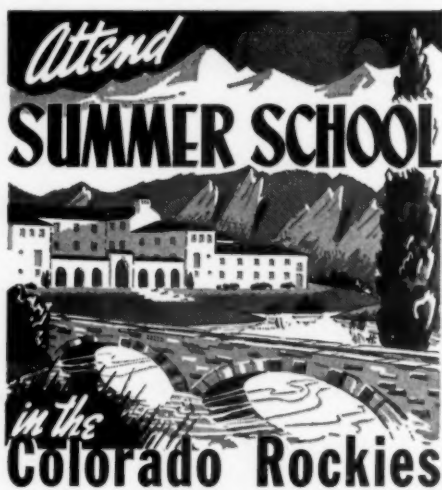
A recent publication of the Educational Policies Commission entitled "A War Policy for American Schools" may be secured from the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C., for ten cents. Every teacher and administrator should have a copy.

Your Association has a new pamphlet showing with pictures that Missouri schools are carrying out the eleven appropriate war duties suggested in the previous pronouncement. It is entitled, "Missouri Schools and the War Effort." Free copies are available for distribution to various groups or clubs.



SALARY ADJUSTMENTS

Three hundred fifty-eight replies from city superintendents to a recent inquiry were received up to March 2. Two hundred sixteen, or 60%, answered a definite "yes" to the question "Is your board of education considering salary adjustments for 1942-43 in view of the increased cost of living?" Sixty-six, or 18%, implied "yes" by their answers to the question "If so, what is the anticipated increase in the annual salary?" Seventy-six, or 21%, directly or impliedly said "no." The answers indicated a range of increases from 30% down to "very little." Ten per cent was the most frequently indicated increase. The answers presented various ways in which money to pay proposed increases was to be secured.



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Superintendent Herold C. Hunt, Kansas City
General Chairman

Thursday Evening

General Program (Open to Public).

Friday Morning

Conferences on the Whole School.

1. Elementary Education.

Lorraine Sherer, Director of Elementary Education, Los Angeles County Schools.

2. Secondary Education.

Wilford Aiken, Head of the Commission on the Relation of School and College, PEA.

Friday Afternoon

1:30-3:00

The School's Responsibility for Deepening Our Understanding of Latin America.

Speaker: Ben Cherrington, Council of Foreign Affairs, Denver.

Panel Discussion on how schools can include studies of Latin America in the Curriculum.

3:30-5:30

Basic Considerations in Education (First Session).

1. The Needs of Children and School Practices, Daniel Prescott, Division on Child Development of the Commission on Teacher Education.

Lorraine Sherer, L. A. County Schools.

2. The Needs of Adolescents and School Practices, Fritz Redl, Professor of Education, Wayne University.

Ralph Tyler, Head of the Department of Education, University of Chicago.

Friday Evening

Education and Today's World.

Speakers: "How Experimental Dare Schools Be?", Wilford Aikin, PEA.

"Our Latin American Neighbors," Ben Cherrington, Council on Foreign Affairs, Denver.

Saturday Morning

9:00-10:15

General Session.

Yesterday and Today in Modern Education.

Speaker: Laura Zirbes, Professor of Education, Ohio State University.

10:30-12:15

Study groups (two sessions): The purpose of these "study" groups is to discuss those problems which teachers face today in the light of modern philosophy of education.

1. The Understanding of the Community.
Genevieve Anderson, Des Moines Public Schools.
H. P. Study, Supt., Springfield Public Schools, Missouri.
2. Teacher-Pupil Planning.
Laura Zirbes, Ohio State University.
3. Curriculum Organization.
E. T. McSwain, Professor of Education, Northwestern University.
4. The Arts in Modern Education.
Charlotte R. Major, Milwaukee State Teachers College.
5. Advance in the Junior High School.
T. S. Broad, Junior High School Principal, Tulsa.
6. Problems of the Core Curriculum in the Senior High School.
Prudence Bostwick, Denver Public Schools.
7. The Social Studies in General Education.
Hilda Taba, Social Studies Consultant in the Evaluation of the 8-Year Study of the PEA.
8. The Sciences in General Education.
John D. Barnard, Asst. Professor of Science, Colorado State College of Education.
9. Mathematics in General Education.
Maurice Hartung, Asst. Professor of the Teaching of Math., University of Chicago.
10. Language Arts in General Education.
Camilla Low, Asst. Professor of Educational Methods, University of Wisconsin.
11. How Can We Introduce a Study of Latin America in Our School Programs
Local Leadership.

3:15-4:30

General Session.

Today's Schools and Tomorrow's Citizens.

Speaker: E. T. McSwain, Northwestern University.

Panel Discussion: Study Group Leaders.

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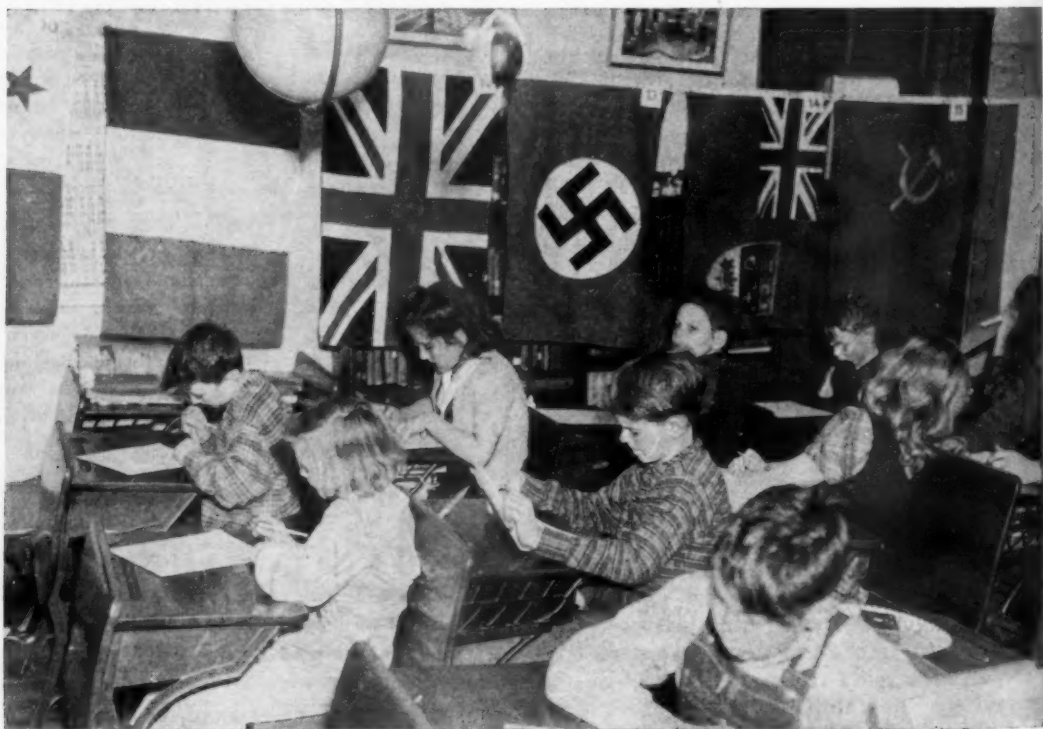
Building Pupil Patriotism

SUPERINTENDENT H. M. CLEMENTS of Jackson County has just completed a county wide flag study project among the rural schools. This project sets up a complete and unique type of modern educational methods new to county wide supervisory techniques. The teacher was first instructed to give the assignment to her pupils in regard to national flags. The next step involved the student activities whereby the pupils actually made flags, and the third phase consisted of a display of seventeen large and real flags of various nations of the world that have a present day significance with the world-wide conflict that is at hand. After the students took a matching test as to their recognition of the flags, Superintendent Clements connected each flag geographically with the others, emphasizing the historical significance involved and placing each nation in its proper place as to relationships.

The climax of Clements' remarks centered around the Stars and Stripes, what it symbolizes, and what it means to our way of life. Following the display of flags, the rural teacher added a short patriotic program to the event, consisting of patriotic songs, pledge of allegiance to our flag, and various types of orations and poems and often some type of a flag drill.

Few school projects in Jackson County have interested the children as much as this timely and colorful flag study. Many rural teachers made small flags and drilled the children in sticking the national flag of a country on the proper place of a world map. Correlations were made with other studies and some fine art work decorated the bulletin boards of the various rural schools. Current events and international news became a common topic among the boys and girls.

(Continued on Page 137)



The pupils in this Jackson County rural school are taking an examination to determine their knowledge gained after studying the flags of many nations.

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The nation's job is our Number One job. The messages of war must go through as quickly and as surely as it is possible for human beings to handle them.



In blackouts, or during local emergencies born of war condition, please use your telephone only for vital calls.

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Developing an English Department

THE CRYSTAL CITY HIGH SCHOOL of Crystal City, Missouri, has developed rapidly since the administration began emphasizing the expansion of classes into departments.

Within the last four years a definite attempt has been made to expand the English courses to meet the demands of the widening horizons of the student personnel. The department aims to prepare the English students to become efficient in a business world and to prepare a small per cent of the students for college courses.

Definite objectives have been set for each year's work with the following goals in view: to teach the students to apply the principles of sentence structure and sentence punctuation in their everyday compositions and conversations, to think constructively, to read intelligently, and to organize material in a logical manner, to secure a knowledge of literature which will give students greater appreciation of the past and the present, and to appreciate the better literature.

The Crystal City High School, with an enrollment of three hundred and twenty-five students, offers four units of regular English work, one unit of speech work, with Forensics (which as it is taught, is almost curricular) as an extra-curricular activity the aim of which is to inspire confidence in appearance before the public. The freshmen and sophomores are required to take the regular courses including grammar, composition, and literature. The third English course consists of American literature, which requires approximately two-thirds of a year and a review in composition and grammar. Fourth year English is comprised of English literature and a review of the fundamentals of composition.

During the freshman year, a remedial reading course has been adopted. Work books which attempt to develop the students' reading rate and comprehensive ability are used. The following is an example of the manner in which one slow student was given individual assistance. A boy who was taking sophomore English

By ETTA SUETTERLIN
ZELMA HORTENSTINE
JULIA OAKES
Crystal City

for the second year was again failing. The instructor arranged for one of the better students to do some special work with him under the teacher's supervision. This work included remedial reading, letter writing, and the writing of paragraphs in which he developed a central idea. His reading ability has improved for he can now read in six or seven minutes material that formerly required eight or ten minutes. He can also write a paragraph of average quality and of fairly good sentence structure.

An effort to direct leisure and informational reading has been made through the use of "The Reader's Digest." All English classes this year have spent a few days each month studying this magazine which contains selected articles. The vocabulary tests have also been used. Interest in reading the "Reader's Digest" has grown to such an extent that the students inquire as to how soon the magazines will arrive and how soon their particular class will get to use them. Several juniors and seniors read the magazine from cover to cover and many want to keep the magazine longer than their allotted time.

Literature is taught from the appreciative point of view. To increase that appreciation, the school board has purchased records which will help motivate the student's desire to read the better literature. "Macbeth," "Merchant of Venice," and poems of Carl Sandburg and Robert Frost are types of records used in class. The teachers are attempting to direct the reading of the students in channels of worth while books and magazines and yet let the student keep his interest in certain types of stories. Special attention has been given to the outside reading problem in an effort to secure books which will meet the needs

of the students of varied intellectual levels. This not only increases the interest in reading but serves a remedial purpose as well. A large number of books are added annually to the fiction and non-fiction shelves of the library. Twenty current magazines are available to the students of the junior and senior high school.

All students have an opportunity to participate in class discussions and in fact are urged to bring in any contribution pertaining to the work. Recently one boy reported on a radio program about Mark Twain's *Huckleberry Finn*. This seemed to give him considerable satisfaction because few of the students had heard the broadcast.

Specific phases of the work done in forensics and creative dramatics will be shown in the following paragraphs.

Forensics

Nearly one-third of the student body is active in the speech department. The speech class pupils are from the sophomore, junior, and senior classes. More than forty of the one hundred and ten freshmen have creative dramatics added to the regular English classroom work. Forty-seven pupils have presented declamations in public and in inter-scholastic contests such as serious and humorous readings, orations, original orations, extemporaneous speaking, and verse reading. Thirty-two students have been interested in debate as an extra-curricular activity and have studied the national high school

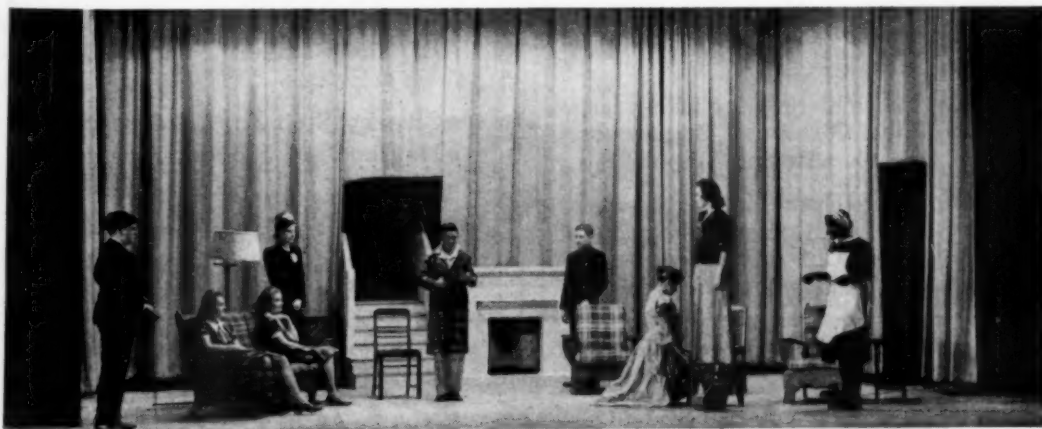
debate question. Twenty-two have gained the ability to talk in good sentences and organized paragraphs, from notes or without notes. Several can extemporize when meeting the opponents' arguments. Eight of the thirty-two have had eleven intramural debates and have debated in nine tournaments. Three evening programs of three-act plays are presented to the public, one from the dramatic club, one from the senior class, and one with the cast from the four senior high school classes.

Creative Dramatics

Creative Dramatics has proved very stimulating to the students and has increased the students' appreciation of the literature which they read.

Students who once felt that literature was something to endure, are now learning to enjoy it. They are turning the stories they read into plays. Not only do they portray modern characters of fiction, but they become the Three Witches of "Macbeth" and other famous characters. Creative dramatics has become important to them and they like it. They desert the classroom for the stage. They forget that they are supposed to learn lines from Shakespeare, but rather, they try to become a better Portia than the other members of the class.

The process of developing a drama from a story in a literature book is simple. First, it requires a great deal of enthusiasm from the instructor. This enthusiasm is quickly passed to the students, who once started,



The one act play "Elmer," presented by the Crystal City Junior High School students, was part of a program given for the benefit of the local P.-T. A. organization.

need nothing more than occasional suggestions to make a success of their work. The story is read and discussed. The class votes on which scenes they prefer to dramatize and then they decide the details of acting the scene. In the case of a Shakespearean play, the story is told to the students in a condensed form. Then the class listens to the story from a set of Shakespearean records. At the same time, they follow the story in their books. After this preparatory work they choose the scenes, and are ready to tell the story in their own words.

Creative dramatics not only interests students in literature, but it also develops the ability to appear before other people, an art which is becoming more necessary all the time. And so we may say that the purpose of creative dramatics is three fold: The students develop confidence in themselves; they learn to love literature, because it becomes something they understand and appreciate; and correct grammar becomes important, for each student is aware of his classmates' mistakes and therefore watches his own grammar with a critical eye.

It is because of these three reasons that creative dramatics is becoming an important subject in the Crystal City schools.

This classroom interest in dramatics is carried into the extra-curricular activities in the form of the Dramatic Club. For the past ten years, the Dramatic Club has been the important club in the high school. Membership has been desired not merely because it was a club but because it was an interesting society. The members plan interesting programs which acquaint them with play theories, modern and ancient plays, and the good Broadway successes. Each year the members apply their knowledge of directing and of stage work by producing one-act plays. In addition to student directed plays, there is one annual club play which is directed by a speech instructor.

Contest speech work is regarded as important as any athletic program. The students belong to the National Forensic League and participate in numerous meets each school year. Not only the students who are material for contests but any student in the school may obtain individual

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speech instruction. This does not mean merely learning a reading, but rather includes intensive training of the voice and the cultivation of the art of ease in public speaking.

BUILDING PUPIL PATRIOTISM

(Continued from Page 132)

The project extended over a period of six weeks. One hundred and sixty nine pupils were able to identify all the seventeen flags and a large per cent of the pupils recognized most of them. The pupils were not informed as to what national flags they would be called upon to identify. The flags that comprised the display were: Argentina, Brazil, Canada, China, France, Germany, Great Britain, Greece, Italy, Japan, Mexico, Panama, Russia, Spain, Switzerland, Turkey, and the United States.

IMPORTANT EVENTS

MARCH

- 14 Missouri Physical Education and Recreation Association, Northwest Missouri State Teachers College, Maryville, March 14, 1942.

- 19 Regional Conference of Progressive Education Association, Kansas City, March 19-21, 1942.
- 26 Department of Superintendence of M.S.T.A., 29th Annual Meeting, Columbia, March 26-27, 1942.

APRIL

- 2 Classical Association annual convention for Middlewest and South, St. Charles Hotel, New Orleans, April 2-4, 1942.
- 8 Western Arts Association, Hotel Phillips, Kansas City, April 8-11, 1942.
- 16 Central States Speech Association, annual convention, Des Moines, Iowa, April 16-18, 1942.

JUNE

- 21 American Home Economics Association, Boston, June 21-25, 1942.
- 22 American Library Association, Auditorium, Milwaukee, Wisconsin, June 22-27, 1942.
- 28 National Education Association, Denver, Colorado, June 28-July 2, 1942.

JULY

- 8 World Federation of Education Association, Montreal, Canada, July 8-10, 1942.

DECEMBER

- 2 Missouri State Teachers Association annual convention, Kansas City, December 2-5, 1942.

29th Annual Meeting, Department of Superintendence of the M.S.T.A.

Columbia, Missouri, March 26-27, 1942

Theme
"The Education of Free Men"

THURSDAY MORNING, MARCH 26, 1942

Auditorium, Education Building
President Tracy E. Dale, Presiding

- 10:00—Platform Guests—Committee from the University of Missouri and Committees from the Department.
- 10:10—Patriotic Number—"High School Youth and National Defense"—University of Missouri Laboratory School.
- 10:30—Greetings from the University—President Frederick A. Middlebush.
Response—President of the Department.
- 10:45—Address—"Life Must Have Meaning"—Dr. C. E. Lemmon, Pastor, First Christian Church, Columbia, Missouri.
- 11:45—Announcements.

THURSDAY, MARCH 26, 1942—12:15

Daniel Boone Hotel
Missouri Bookmen's Luncheon
(Bookmen Only)

THURSDAY AFTERNOON, MARCH 26, 1942

Auditorium, Education Building
Dr. L. G. Townsend, Presiding

- 2:15—Platform Guests—The Faculty of the School of Education.
- 2:20—Music—Students Majoring in Music Education.
- 2:40—Introduction of Guest Speaker—Dean Theo. W. H. Irion.
Address—Dr. George S. Counts, Professor of Education, Teachers College, Columbia University.
- 3:40—Announcements.
- 4:00—Informal Reception — 219 Education Building.

THURSDAY EVENING, MARCH 26, 1942

Auditorium, Education Building
Dr. W. E. Drake, Presiding

- 8:00—Platform Guests—Chairmen of District Committees, and Dr. Counts as Consulting Specialist.
- 8:05—Music—University of Missouri A Capella Choir, Milton C. Bennet, Conductor.
- 8:25—Introductory Remarks by the Presiding Officer.
- 8:30—Discussion Groups
Group I—Improving School Practices to Keep Vital the Loyalties of Free Men—H. S. Thomas, Superintendent of Schools, Maryville; H. W. Schooling, Superintendent of Schools, Hayti.
- 8:45—Group II—Improving School Practices to Teach the Knowledge Necessary for Free Men—M. W. McKanna, Superintendent of Schools, Ruhl-Hartman; T. D. Adams, Superintendent of Schools, Palmyra.

- 9:00—Group III—Improving School Practices to Achieve the Discipline of Free Men—Frank Heagerty, Superintendent of Schools, Cabool; Dr. Wade Fowler, Superintendent of Schools, Jefferson City.
- 9:15—Group IV—A Charter for the Government, the Teachers, and the People—Miles Elliff, Superintendent of Schools, Lebanon; Fred Miller, Superintendent of Schools, Normandy.
- 9:30—Announcements.

FRIDAY MORNING, MARCH 27, 1942

Auditorium, Education Building
Vice-President George A. Riley, Presiding

- 9:30—Platform Guests—Past Presidents of the Department.
- 9:35—Music—University of Missouri Laboratory School.
- 10:00—Address—Dr. George S. Counts, Professor of Education, Teachers College, Columbia University.
- 11:00—Safety Education, National Defense and Driver Training in Schools—Milton D. Kramer, Administrative Assistant, New York University.
- 11:50—Announcements.

FRIDAY, MARCH 27, 1942—12:00

Administrators' Luncheon
Sponsored by Phi Delta Kappa
Tiger Hotel

- Introduction of Guest Speaker—R. Lee Martin.
- Address—Hon. Lloyd W. King, State Superintendent of Schools.
- Business Session—President Tracy E. Dale, Presiding.
- Report of Departmental Committees.
- Report of Nominating Committee.
- Election of Officers.
- Adjournment.
- Meeting of the Planning Committee 1942-1943.

Safety Education Session For School Administrators and Instructors

SATURDAY MORNING, MARCH 28, 1942

Education Building Auditorium
Dr. Ralph K. Watkins, Presiding

- 9:00—Greetings—Dean Theo. W. H. Irion, University of Missouri.
- 9:15—Purpose of Meeting—Lloyd W. King, State Superintendent of Schools.
- 9:30—Address—"The Complete School Safety Program"—Milton D. Kramer, Administrative Assistant, Center for Safety Education, New York University.
- 10:00—Address—"Safety Education and General Education"—Tracy Dale, President, Department of Superintendence, Missouri State Teachers Association.

Announcing . .

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10:15—Address—"The Content, Organization, and Administration of Driver Education in School Curricula"—Milton D. Kramer.

10:45—Discussion.

11:00—Address—"The Traffic Engineering and Enforcement Safety Program of Kansas City"—T. J. Seburn, Traffic Engineer, Department of Public Works, Kansas City, Missouri; Lieutenant H. W. Johnson, Superintendent of Traffic and Safety Division, Police Department, Kansas City, Missouri.

11:30—Report—"Making Traffic Safety Instructions Effective (Materials and Methods for Classroom and Road Training)"—Milton D. Kramer.

12:00—Report—"Traffic Accident Problem in Missouri; Services Available from State Highway Department"—C. E. Brisley, Field Representative, Safety Bureau, State Highway Department.

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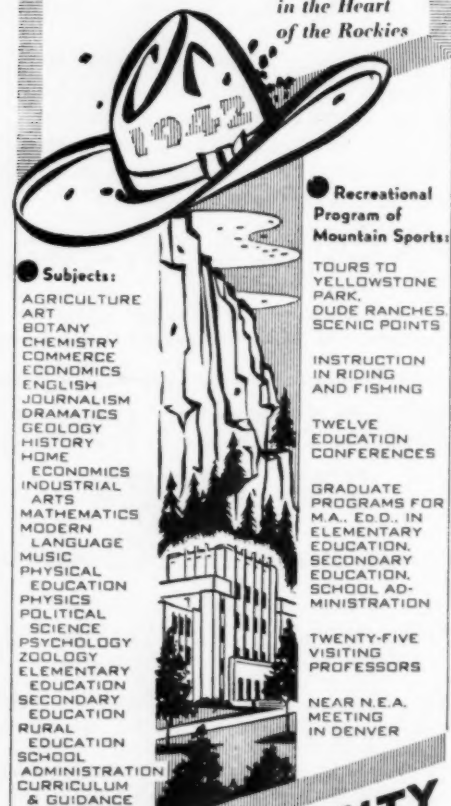
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INDUSTRIAL ARTS
MATHEMATICS
MODERN LANGUAGE
MUSIC
PHYSICAL EDUCATION
PHYSICS
POLITICAL SCIENCE
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CURRICULUM & GUIDANCE
ENGINEERING

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of WYOMING**

First Term: JUNE 13 - JULY 17
Second Term: JULY 18 - AUGUST 21

**For Bulletin J Write O. C. Schwiering, Director
LARAMIE, WYOMING**

NEWS ITEMS

Emmett S. Finley, now serving his first term as superintendent of schools at California, Missouri, was recently reelected to that position.

Following the example of Missouri University in discontinuing its music and forensic contests this spring, the South Central Missouri Teachers Association has issued a notice that the Music Festival at Rolla will be omitted this spring.

Woodrow Denney, dramatics instructor at Flat River has resigned to enlist in the service of his country and is now connected with the quartermaster's corps at Ft. Warren. The vacancy created by his resignation is filled by Mr. Ivan Bidewell formerly of Risco, Missouri.

Leland Nelson Jones, Supervisor of the College Training School at Cape Girardeau, is the author of a book, recently from the press, designed to dispel some of the erroneous conceptions of the folk ways of Southeast Missouri. The book titled "Eve's Step-Children" is dedicated to President W. W. Parker and contains a chapter by Dean Vest C. Myers.

The League of Nations Association of St. Louis announces its meeting at Brown Hall, Washington University, on Thursday evening, March 26. Discussions will bear upon the question of Peace and Freedom of the Seas, and will be participated in by Robert L. Witherspoon, Attorney; Professor Oliver E. Norton, Washington University; Dr. Emmy Ross Brockelmann; and the Rev. Miles H. Stotts.

School boards may suspend from school attendance pupils who refuse to salute the flag according to a ruling of the Attorney General's office. An opinion on this point was asked by the Prosecuting Attorney of Ray County where the question had arisen in connection with the treatment accorded the children of a certain religious group whose children refuse to salute the flag.

Alonzo O. Briscoe, according to the "New York Sun" recently won a sweeping victory in his race for membership on the Board of the New York City Retirement System for Teachers. This board controls funds totaling a quarter billion dollars.

Dr. Briscoe is a teacher of economics in a New York City high school. He is a native Missourian having taught in the rural schools of the State. He graduated from Warrensburg Teachers College, Missouri University, and earned his Ph. D. from Columbia University.

SCHOOL AND COMMUNITY

STATE GROUP

The Mission and annual Sp at the No lege at M placed up National

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STATE PHYSICAL EDUCATION GROUP WILL MEET AT MARYVILLE

The Missouri State Health, Physical Education and Recreation Association will hold its annual Spring meeting on Saturday, March 14, at the Northwest Missouri State Teachers College at Maryville, Missouri. Emphasis will be placed upon Health and Physical Fitness for National Defense.

NEW BOARD MEMBERS NAMED TO STATE HIGH SCHOOL ATHLETIC ASSOCIATION

New members on the Board of Control of the Missouri State High School Athletic Association are: G. L. Donahoe, Superintendent of Schools, Tipton; Davis H. Acuff, Superintendent of Schools, Clarence; and Clyde W. McConnell, Superintendent of Schools, Ozark.

ELECTED PRESIDENT OF NATIONAL ASSOCIATION SECONDARY-SCHOOL PRINCIPALS

V. M. Hardin, principal Pipkin Junior High School, Springfield, was elected president of the National Association of Secondary-School Principals at the convention meeting in San Francisco.

Mr. Hardin has for many years been active in the state and national organizations. He has served on the Executive Committee of the National Association and was this past year first vice-president of the organization.

ANNUAL 4-H CLUB SUNDAY PROGRAM

The date designated nationally for 4-H Club Sunday in 1942 is May 17. However, each community or County may select another date if it seems desirable. The annual 4-H Club Sunday program emphasizes the spiritual values and character building qualities of 4-H club work.

John Owen, high school principal at Cross Timbers, has been appointed County Superintendent of Hickory County. The former Superintendent, Mr. Elzie I. Miller, resigned to take a position as a state probation and parole officer.

SCHOOL HONORS SUPERINTENDENT

At a dinner meeting, February 12, The Community Teachers Association of Kirkwood took recognition of Superintendent F. P. Tillman's completion of twenty-five years of service with the Kirkwood Public Schools. The teachers presented Mr. Tillman with a Life Membership in the National Education Association.

The theme of the dinner was school progress and tradition. Brief talks were given by teachers, president of the school board of directors, and by the superintendent.

Mr. Tillman, in his talk, traced the development of the schools, from the viewpoint of his own experience, during the past quarter of a century.

MARCH, 1942

Showing where history began in America, this beautiful map in 17 x 22 inch size in full color on heavy paper is yours for the asking! We will send with it an official 1942 New Mexico State Highway Map and a copy of our beautiful new booklet, the Land of Enchantment—with new kodachromes that show the color and contrast of New Mexico. With these as your guides, you are on your way to extra pleasure and new delights this summer. You can plan new adventures and strange thrills for your western trip, and be sure of seeing the things you shouldn't think of missing. Mail the coupon below, today, and get the complete story!

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UNIVERSITY OF OREGON Eugene, June 13 and July 18

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PORTLAND SUMMER SESSION June 8 and July 13

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Also, at Institute of Marine Biology, Coos Bay, 6-week session specializing in marine botany and zoology, beginning June 15.

Preliminary announcement containing general information on schools now ready

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Director of Summer Sessions

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Authorized by State Board of Higher Education

Ritenour Schools are using their Girl Scouts in their organization for Civilian Defense, according to Miss Julia Foster, Director of Physical Education in the Ritenour Schools. Miss Foster believes that the Scouts offer a source of volunteer workers that should not be overlooked. She thinks such organizations already set up and functioning and with a background of training closely related to the present needs can by the additional instruction of Civilian Defense be quickly made ready for valuable work.

DEATHS

W. W. Gibbany, Educational Supervisor for the WPA in Missouri, died recently. Mr. Gibbany served as statistician in the State Department of Education from 1923 to 1932.

Georgianna Davis, biology and physical education teacher in the Lamar High School, was killed recently in an automobile accident. Miss Davis was a graduate of the State Teachers College at Springfield.

W. C. Grimes, Superintendent of the Willow Springs Public Schools, died from a heart attack on February 24.

For twenty-one years Mr. Grimes had served faithfully as superintendent at Willow Springs. He was a graduate of the Teachers College at Springfield and held a Master's Degree from the University of Missouri.

He was a leader in civic organizations in his community. In addition to his duties as super-

*Combine Study, Play
and the N.E.A.**

AT THE UNIVERSITY of DENVER SUMMER SCHOOL

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SCHOOL AND COMMUNITY

intendent Mr. Grimes taught music and directed the school band. Photography was one of Mr. Grimes' hobbies.

RADIO PROGRAMS ON CAREERS

University College, the Adult Education and Evening Division of Washington University, with the cooperation of Radio Station KXOK, will present a series of programs on possible future careers for high school students.

Broadcasts are made each Saturday from 5:45 to 6:00 P. M. The schedule for March, April and May is as follows:

March

- 21 Miss Louise Knapp, Director of School of Nursing, "Nursing."

April

- 4 Dr. Benno E. Lischer, Dean, School of Dentistry, "Dentistry."

- 11 Miss Esther Lee Bride, Instructor, Adult Study Center and Director of Home Economics, Union Electric Company, "Home Economics."

- 18 Mr. Franklin Cornwell, Lecturer in Advertising, University College, "Advertising."

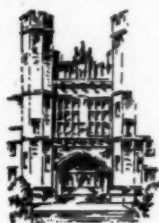
- 25 Mr. Lawrence Hill, Professor of Architecture, "Architecture."

May

- 2 Mr. George Johnson, Director of Personnel, St. Louis Board of Education, "Teaching."

- 9 Dr. Philip A. Shaffer, Dean, School of Medicine, "Medicine."

- 16 Mr. Kenneth E. Hudson, Director, School of Fine Arts, "Art."



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REGISTRATION JUNE 12, 13

For complete bulletin, address Frank L. Wright, Director of Summer Session

WASHINGTON UNIVERSITY, ST. LOUIS

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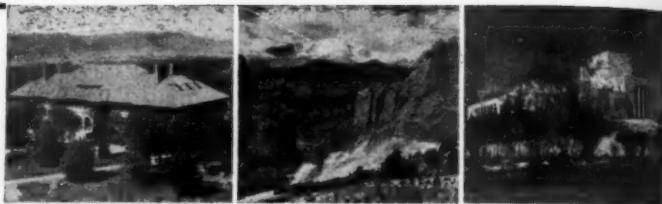
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BOOKS RECEIVED

The American Way, by Gertrude Van Duyn
Southworth and John Van Duyn Southworth.
Pages 232 plus viii, plus 31. Published by
Iroquois Publishing Company, Inc., Syracuse,
New York. Price \$1.28.

This book is clearly intended to propa-
gandize for the American way by presenting
in attractive, easily readable form, the best
inspirational literature bearing on America
from the Pilgrim Fathers down to and in-
cluding our recent declaration of war with
Germany. It is a compendium of authentic
patriotic documents, speeches, and poetry, with
which every American should be familiar. It
should prove popular not only in schools but
with adults as well.

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UNIVERSITY OF MISSOURI

1942

SUMMER SESSION

June 15—September 4

CALENDAR

June 15—Registration
 June 16—Class work begins
 July 4—Independence Day, holiday
 August 7—Final examinations for eight-week courses
 September 3—Final examinations for summer session

The summer session will be an integral part of the total accelerated program of the University which will be in full operation forty-eight weeks a year. Students enrolled in the University will be able to earn forty-eight hours of credit each calendar year by attending two eighteen-week semesters and a twelve-week summer session. Under the new plan, freshman courses will be offered during the summer months so that students graduating from high school this June can enter the University immediately.

Twelve-week, eight-week, and four-week courses will be available to students in the 1942 Summer Session program.

Summer session work will be organized in all divisions of the University of Missouri. These will include:

College of Arts and Science
 College of Agriculture
 School of Business and
 Public Administration
 School of Education

College of Engineering
 Graduate School
 School of Journalism
 School of Law
 School of Medicine

The summer session program is being carefully planned to render maximum service at this particular time. Specific requests about details of programs in the various University divisions should be addressed to the dean of the division concerned.

A bulletin entitled "The University of Missouri in War Time" will be available for distribution soon. Copies may be obtained from the Director of Publications, University of Missouri.

All general inquiries about the summer session and requests for the complete 1942 Summer Session Announcement should be addressed to

DEAN THEO. W. H. IRION
 Director of the Summer Session
 212 Education, Desk 1
 UNIVERSITY OF MISSOURI
 Columbia, Missouri

Code of Professional Standards and Ethics

We, the teachers of the various school districts of Missouri, do pledge ourselves to a faithful observance of the following Code of Professional Standards and Ethics adopted by us through the Missouri State Teachers Association.

FIRST

WE HOLD that our profession stands for ideals, service, and leadership.

SECOND

WE BELIEVE that our highest obligation is to the boys and girls entrusted to our care.

THIRD

WE BELIEVE that a proper professional spirit will prompt all teachers to become members of our State Teachers Association, and the National Education Association.

FOURTH

WE HOLD that teachers in act and conversation should so govern themselves that the profession be given the confidence of the public.

FIFTH

MUTUAL RESPECT and loyalty should characterize the relationship among members of the profession. The high honor of the profession should be the personal charge of each teacher.

SIXTH

WE INSIST that each teacher should be a progressive student of education and should regard teaching as a profession and a career.

SEVENTH

IT IS INCUMBENT upon all classroom teachers to secure full standard professional training, and upon all school supervisors and administrators to pursue advanced specialized courses to fit themselves better for their positions.

EIGHTH

IT IS PERFECTLY PROPER at all times for teachers to seek preferment and promotion by legitimate means: but any sort of endeavor to establish a reputation or to obtain a position by innuendo, exploitation, complimentary press notices, or advertisement is undignified and unprofessional.

NINTH

WE RECOMMEND "equal salaries for equal service" to all teachers of equivalent training, experience and success.

TENTH

WE BELIEVE that a teacher should take no step toward a specific position until the place has been declared officially, legally, and conclusively vacant.

ELEVENTH

IT IS UNPROFESSIONAL for a teacher to underbid, knowingly, a rival in order to secure a position.

TWELFTH

IT IS UNPROFESSIONAL for a teacher to offer destructive criticism to the administration, to other teachers, or to patrons about a fellow teacher or about the management of the school in general. All criticism should be constructive in character and voiced to the proper authority and only for the purpose of remedying an existing evil. Therefore it becomes equally unprofessional not to report to the administration matters that involve the best interests and well being of the school.

THIRTEENTH

WE HOLD that it is unprofessional for a teacher to violate a contract. Unless the consent of the school board is obtained, releasing the obligation, the contract should be fulfilled.

FOURTEENTH

WE BELIEVE that the moral influence of the Missouri State Teachers Association should be brought to bear on any teacher whose conduct is not in harmony with our authorized Code of Professional Standards and Ethics. We recommend that a committee of three be appointed by the Executive Committee of the State Teachers Association to investigate charges or reports of violation of this Code of Ethics as heretofore set forth, and to render to the Executive Committee a decision sustaining the said charges or reports or exonerating the teacher. This committee shall be appointed at the written request of any teacher against whom such reports or charges have been made, or at the written request of any teacher desiring to charge another teacher with the violation of the Code of Ethics. We further recommend that the results of such investigation on the part of said committee shall be published in our authorized paper, the "School and Community"; provided this act of publication receive a majority vote of the Executive Committee of the Missouri State Teachers Association.

Adopted in this form by Assembly of Delegates, November, 1924.